

**SUPPORT STAFF**

**JOB DESCRIPTION**

<b>ROLE TITLE</b>	Higher Level Teaching Assistant (HLTA)
<b>CONTRACTED HOURS</b>	37 hours per week / 39 weeks per year
<b>LOCATION</b>	West Row Academy, West Row.
<b>GRADE / SCALE POINT – SALARY</b>	Grade 4 Point 9-12
<b>REPORTING TO</b>	Principal / Senior Leadership Team

**INTRODUCTION**

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

**JOB PURPOSE**

Undertake care and learning programmes and activities to support individuals and groups of pupils including more specialised support for those with special educational needs. To support pupils to raise their level of educational attainment and to develop social skills and understanding. To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for whole individuals and whole classes.

## **KEY TASKS & RESPONSIBILITIES**

### **The HLTA will:**

1. Undertake a range of specialised tasks to support learning, e.g. planning, leading and assessing intervention groups delivering in class and 1:1 support;
2. Work with pupils, either 1:1 or in small groups, making full use of specialist skills including assessing the needs of pupils as appropriate;
3. Mark pupils' work and use this to support learning as appropriate in line with school policies including the feedback policy. e.g. Interventions / TA delivered task, maintaining basic records;
4. Under agreed school procedures, attend to the personal and social needs of pupils and any other special requirements including look after sick/upset pupils and attend to physical needs;
5. Support learning and development by accompanying and working with pupils outside the classroom on trips, visits and other activities under the direction of the class teachers;
6. Cover and support in classes across the school when teachers or teaching assistants are completing other duties and staff absenteeism;
7. To teach specified lessons on a weekly basis;
8. Assist with the development and implementation of personalised learning, social or care plans.
9. Model and maintain positive relationships with pupils, colleagues, parents and the wider community.

### **Support for Teachers**

1. Liaise with the class teachers (across all ages in the school), to ensure there is a clear understanding and agreement of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for all pupils;
2. Provide support for the teacher during lessons, e.g. through directed work, or supervising small groups of pupils whilst the teacher is carrying out other activities;
3. Liaise with the relevant teaching staff to support pupils to achieve learning goals;
4. Administer tests and invigilate exams, work and provide clerical / admin support.
5. Maintain records of pupil needs and achievements;
6. Support and assist the class teacher in maintaining good order and discipline in the classroom and around the school, by actively engaging with pupils to positively promote and enforce the school's behaviour policy;
7. Liaise with appropriate agencies about specific pupils;
8. Assist teaching staff to ensure that the aims and objectives of the school are achieved;
9. Support class teachers with giving sensitive and constructive feedback on pupil progress.
10. Supervise pupils on the playground and elsewhere on the school site and premises as required as part of the school's agreed duty rota.

### **Team Working and Personal Professional Development**

1. Keep up-to-date with school policies and procedures;
2. Liaise, advise and consult with other members of the staff team, supporting children when asked to do so;
3. Attend relevant training;
4. Undertake tasks to support the curriculum and assist with events organised as part of the curriculum;
5. Attend and contribute to SEN and appropriate review meetings, if required by the SENCo where appropriate.

### **Health, Safety and Wellbeing**

1. Follow Health and Safety procedures at all times, particularly with regard to pupil safety and that of staff colleagues;
2. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
3. Keep up-to-date with and follow, Safeguarding / Child Protection procedures.

### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the principal, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

**PERSON SPECIFICATION**

CRITERIA	ESSENTIAL	DESIRABLE
<p><b>Technical or Specialist</b></p>	<p>HLTA qualification or other equivalent.</p> <p>GCSE Maths and English grade 'C' or above or grade 4 and above.</p> <p>Awareness of the statutory frameworks relevant to their role.</p> <p>Understanding of the specialist area to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved.</p> <p>Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing / examination frameworks in the subjects and age ranges in which they are involved.</p> <p>Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme.</p> <p>Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits.</p> <p>Knowledge of the key factors that can affect the way pupils learn.</p> <p>Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.</p> <p>Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.</p> <p>Be calm and patient.</p> <p>Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties.</p> <p>Knowledge and use of a range of equipment.</p> <p>Basic knowledge of first aid.</p> <p>Recognised competence in literacy and/or numeracy.</p> <p>Experience of contributing to lesson planning, in conjunction with the teacher.</p>	<p>Experience of planning, preparing and delivering lessons.</p> <p>Broad awareness and understanding of medical conditions such as asthma, epilepsy etc.</p> <p>Awareness of health and safety procedures.</p> <p>Experience of 1:1 support,</p>

<p><b>Literacy and Numeracy</b></p>	<p>Ability to support teachers in evaluating pupils' progress through a range of assessment activities.</p> <p>Contribute to maintaining and analysing records of pupils' progress.</p> <p>Ability to read and understand Academy policies and procedures relevant to area of work.</p> <p>Ability to complete reports such as incident report form, behaviour diary, progress report etc.</p>	
<p><b>Problem Solving</b></p>	<p>Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person.</p>	
<p><b>Creative Thinking</b></p>	<p>Ability to contribute effectively to teachers' planning and preparation of lessons.</p> <p>Assist teacher in creating a positive learning environment.</p>	
<p><b>Planning</b></p>	<p>Working within a framework set by the teacher, planning their role in lessons including how they will provide feedback to pupils and colleagues on pupil's learning and behaviour.</p> <p>Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils' needs and interests.</p>	

<b>INTERPERSONAL AND COMMUNICATION</b>		
<p><b>Personal and professional</b></p>	<p>Ability to liaise sensitively with parents / carers and colleagues.</p> <p>Work constructively as part of a team.</p> <p>Ability to communicate effectively with both adults and pupils of all abilities.</p> <p>Ability to adapt support to small groups or whole classes depending on age and/or ability of pupils</p> <p>Ability to support teachers in evaluating pupils' progress through a range of assessment activities.</p> <p>Monitoring pupils' responses to learning tasks and modify their approach accordingly.</p> <p>Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.</p> <p>Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning.</p> <p>Ability to advance pupils' learning in a range of classroom settings, including complete programmes of study prescribed by outside agencies, working with individuals, small groups, and whole classes where the assigned teacher is not present, e.g. fixed term targeted interventions.</p> <p>Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom and the delivery of programmes prescribed by outside agencies.</p> <p>Organise and manage safely the learning activities, the physical teaching space and resource for which they are given responsibility.</p> <p>Advising and guiding pupils on the best way to handle situations, under the teacher's direction.</p> <p>Encouraging pupils to participate in or complete tasks.</p>	

<b>Level of Autonomy</b>	<p>Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage own work.</p> <p>Able to work with small groups of pupils when carrying out specific tasks or on field trips etc.</p> <p>Able to supervise larger numbers of pupils when on duty break/lunchtime.</p> <p>Able to make decisions on when to refer queries/problems to teaching staff or line manager.</p> <p>Be flexible.</p>	
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